

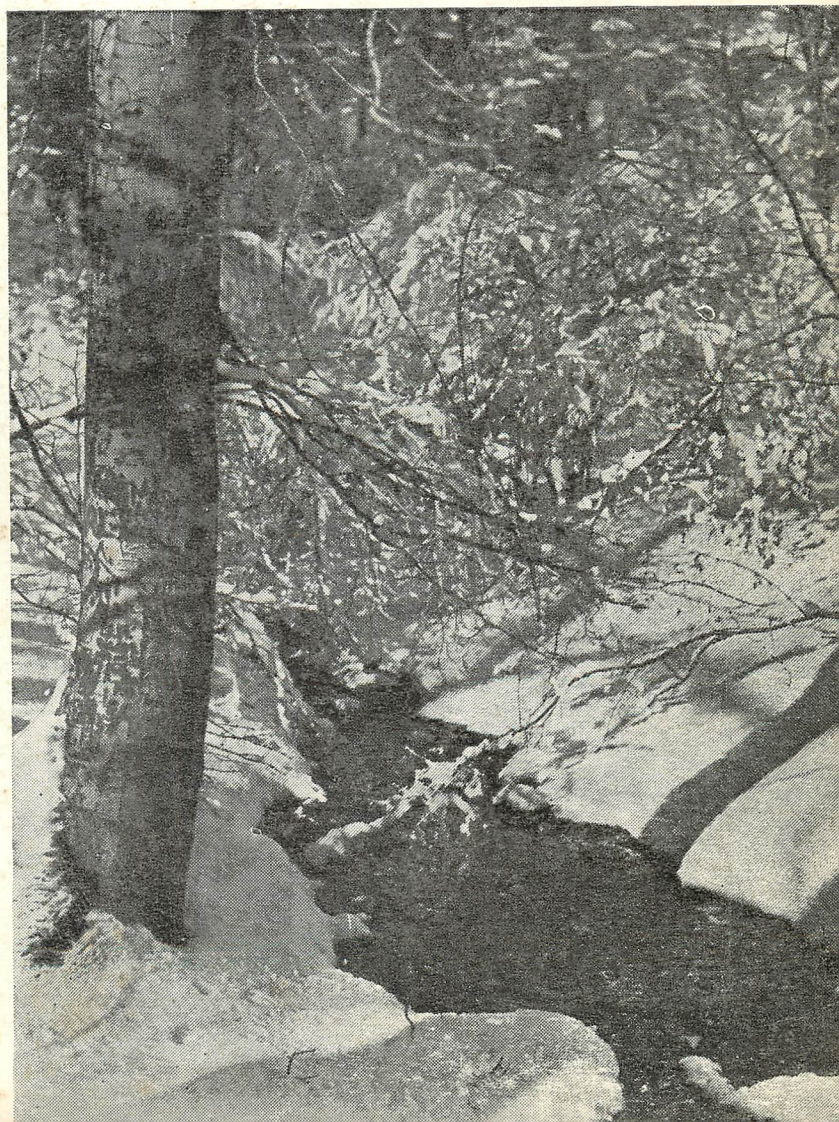
OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

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***February 1953***

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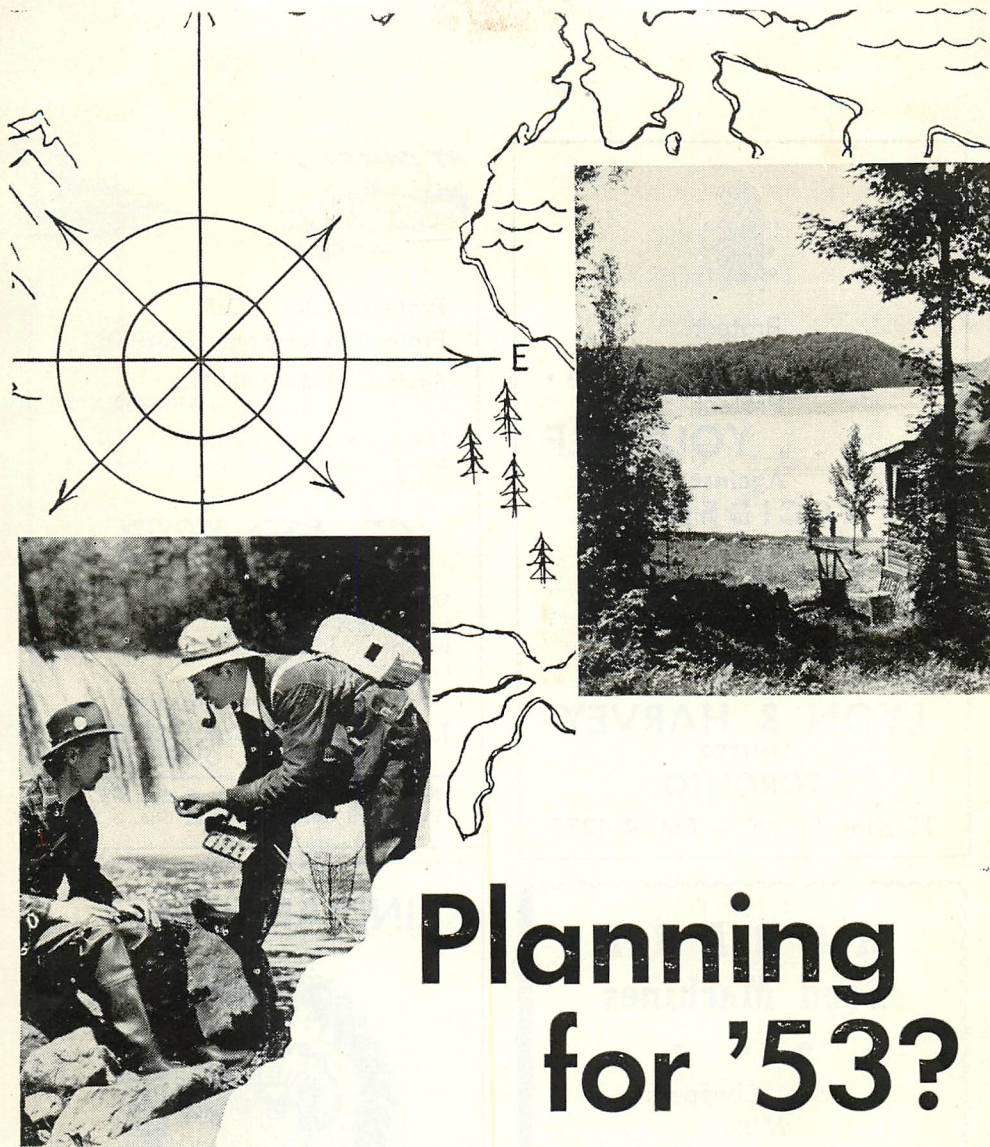
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No. 1

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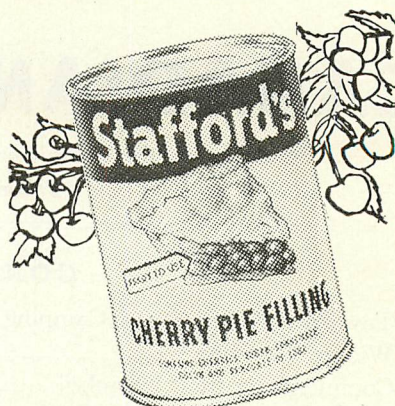
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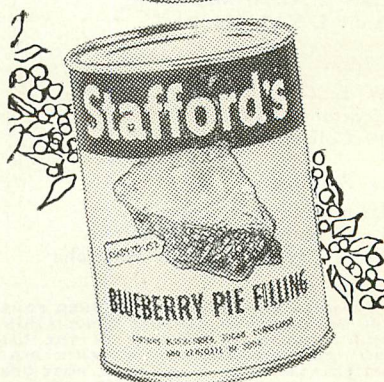
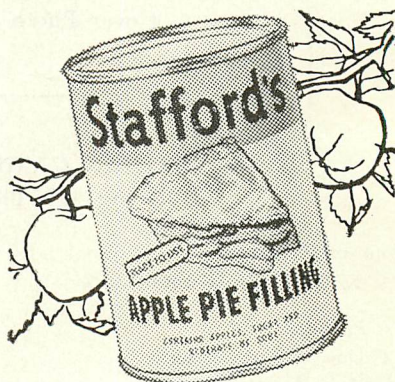
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# ***Towards a Philosophy of Camping III***

JOHN HOYLE

*Director: GayVenture Camp*

*President: Ontario Camping Association*

It has been stated that the greatest handicap under which camp counselors can function is that while they may be familiar with the activity programme they do not understand the underlying reasons for it. This is a serious criticism coming as it does from an experienced camp director and it is because the writer concurs in this criticism that this article is being presented.

An activity programme conducted by persons, however well qualified, who do not thoroughly understand the reason why, and the purpose of each part of the programme is not in a position to contribute very much that is lasting to the campers. The activity programme while it has a definite value and for itself is only, after all, a means to an end, a part of the whole. It would seem fair both to the counsellor and to the camper that the former should have a clear cut concept of the purpose the camp director or the camp committee have in mind. Only if this requirement is met can there be that type of understanding and team-work which are the basis of a successful programme whether it be in camp, church or social agency.

At the White House Conference for Children's Leaders held in Washington, D.C., in 1950, the following statement relating to the underlying purpose of

camping was placed on the minutes and is worthy of our consideration: "So campers may grow in joy, in faith in God and man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future." The following purpose while not so concise is, perhaps, more definitive: "Camping offers a way of living in the out of doors, in a controlled environment, under skilled leadership, where the camper has the opportunity and the incentive to live joyously and healthily developing a sense of increasing responsibility for the direction of his own life made possible by the acquiring of usable knowledge, the development of initiative, the acquiring of skills and the experiences of those relationships with God, his fellows and nature that are basic to effective religious and democratic living."

It may be helpful in our thinking if we breakdown these purposes into two groups and head one as Ultimate Objectives and the other as Immediate objectives, bearing constantly in mind, however, that the so-called Immediate objectives are vitally important as they contribute essentially to the Ultimate objectives.

By Immediate objectives are intended those behaviour patterns, skills and attitudes that may be nurtured and developed to a greater or lesser extent



even within the short span of a ten day camp period. It is amazing how many of these skills and relationships begun in camp will carry over into home life. The permanence of these desirable changes in attitudes and behaviour will depend largely on the motivation behind them; and that is the task of the camp counsellor. If a boy learns to behave acceptably at the dining room table because he is aware that if he does not do so he will lose his dessert, the motivation is weak, the improved behaviour is just the outcome of fear and when the fear is removed at the conclusion of camp the tendency will be for the camper to revert to his previous unpleasant behaviour patterns. If, on the other hand, the motivation has been based on a mutual understanding and respect between counsellor and camper and the camper has accepted the counsellor's suggestions on table behaviour in view of pleasant companionship and conversation, unselfish sharing, respecting the needs of others, etc., then the probability is that the new table behaviour patterns acquired at camp will carry over into the home situation. How true it is that when campers discover that a new way of behaving is more pleasant than a previous way that they change with alacrity..

As this is being written one can see a hand going up and an obviously alert counsellor asking "Well, that's alright, but are not a great many of your Immediate Objectives also Ultimate objectives?" (What would we camp directors do without keen thinking counsellors who insist on us clarifying our woolly thinking!) The answer, of course, is "yes". Let us look at it in this way. Suppose we were courageous enough as to say that the ultimate objective for our campers is that they may become mature persons, then many of our so-called Immediate

objectives are working towards that final objective and to quite an extent form an integral part of that final objective.

We are also faced with another question. Are we looking forward to the production of a completely mature person at some pre-determined age, or are we really saying that there are degrees of maturity and what we are really trying to do is help each camper to be as mature as it is possible for him to be at any given time? These ideas are not mutually exclusive but complementary the one to the other. We have in mind an ideal picture of Isobel at twenty years of age but now she is only twelve. We surely do not expect twelve year old Isobel to behave as we hope twenty year old Isobel will behave. But through the use of our Immediate objectives we shall certainly be helping Isobel each summer so that she may live at her best each year, while at the same time going towards a still richer "best" in the years that lie ahead.

Let us take a look at some of these Immediate objectives. True they will differ from camp to camp. The Immediate objectives of those doing their magnificent and sacrificial work with handicapped children may differ from the private camp, the Day camp from the Agency camp, the Association camp from the Church camp. It may even be argued that there is more in common between Ultimate objectives for all camps than in Immediate objectives. Let us not be concerned with this at the moment as we turn to a partial listing of Immediate objectives.

For convenience these objectives have been classified into three groupings. It should be clearly understood that the list is not only partial but that in several cases there must be an overlapping between groupings.



### *Usable Knowledge*

The many skills (knowledge of) connected with going on an overnight hike or a canoe trip.

A colourful understanding of the heavenly bodies.

A knowledge of the fauna and flora in and around camp.

The skills (knowledge of) involved in regular camp activities.

A familiarity with camp songs and hymns.

### *Constructive attitudes (mind sets)*

Appreciation of God as revealed in Holy Writ, in nature, and in congenial companionship.

Appreciation of other campers particularly those of differing temperaments, nationalities, religions and interests.

Appreciation of the general set-up of camp, the administration, regulations, etc.

Appreciation of the cabin counselors, activity counsellors, cooks, handmen, etc.

Appreciation of the fun and privilege of camping, the intimacies of cabin life, the challenges of Special Days, the moments of delightful solitude, the campfire circle, the fellowship of common worship.

### *Skill in Living*

The ability to be a good camper with all that that implies; one to whom the life and spirit of camp has meant so much that his attitudes and skills (some) will carry over into home and social living.

The ability to live graciously (yes, even boys).

To make a habit of "putting the other fellow first."

To practice democratic living even when it hurts.

To do the "right" irrespective of consequences.

To practise "noblesse oblige", good sportsmanship, in all camp interests and activities.

A. Y.M.C.A. camp has the following motto placed conspicuously in their lodge:

### *OUR PURPOSE*

God first

The other fellow second

Myself third

Not bad, is it?

*Note:* It is hoped that on some future occasion when the Editor's barrel of articles is low that she will accept a further article bearing on the more ultimate objectives of camping.





# Winter Camping

F. M. VAN WAGNER

*Director: Camp Nominique*

*Faculty Advisor: McGill Outing Club*

Winter camping can be fun. It presents a few problems not met in summer camping, but none that careful planning cannot solve. The enthusiastic camper will accept such problems as a challenge. Learning to cope with them brings its own reward in a sense of accomplishment.

The present interest in winter camping probably derives its impetus from experience gained by ski troops during the late war. When it was discovered that with proper equipment, living out of doors in winter was not too difficult, it was only natural that out-door minded people should turn to it as a new and interesting experience. Boy Scouts, and college outing clubs in particular, have taken the lead in this relatively new field of camping. It should not be long before our summer camps discover ways of promoting at least a limited amount of winter camping.

The McGill University Outing Club has been lunching around open fires on their weekly ski tours for the past 15 years. Having found this to be a very simple and pleasant experience on almost any winter day in the Laurentians it was a natural step to sleeping out. The first experience proved so successful that it has now become quite common for small groups of outing club men and women to spend the night with sleeping bag in the snow,

rather than occupy a bed in the M.O.C. house.

To introduce inexperienced members to the art of winter camping, the M.O.C. (McGill Outing Club) conducts three or four one night "camp-outs" during the winter. There may be from four to sixteen men and women on these outings. A brief description of the methods used by the M.O.C. follows.

Previous camping experience is not required anyone who can secure a suitable sleeping bag may join the party. It has been found most desirable to work in small groups of 4 to 5 with an experienced leader in charge. There may be from one to four such groups, each completely self-sufficient, camping in close proximity.

These outings are usually for one night with 3 or 4 meals eaten out. Clear fairly cold moonlight nights are preferred. Temperatures from zero to 20 degrees above are ideal. Below zero temperatures present no great problems, but of course, require warm sleeping bags. No tent is used, but each party builds a large bough lean-to for protection against wind or snow. Thick bough beds are built on the snow.

A camp site is chosen that gives good protection from any wind, and where boughs and fire wood are available. A



good wood supply is very important. For a lasting fire maple is best, but if not available, other hard woods may be used. Small standing dead trees, or the dead branches at the base of evergreens will provide all the dry wood required. When making camp, and before removing skis, a good supply of wood is gathered.

Building a fire on the snow presents one problem, that of the snow melting beneath the fire, leaving a deep hole into which the fire tends to fall. This problem is easily solved by building the fire on a good foundation of green logs. If possible, cut a half dozen or so green hardwood logs 4" to 6" in diameter and 2 feet in length. Select the site for your fire, and tramp the snow down, then lay the green log base on which the fire is to be built. If unable to secure large green logs, several layers of smaller sticks will serve the purpose fairly well. The snow will eventually melt around the fire as well as below it after the fire has been burning a few hours. Even in snow 3 or 4 feet deep, a large hole will be melted clear to the ground. This melted area may eventually be large enough to accommodate the whole party.

To remain warm and comfortable in cold weather, one must either keep moving or stay close to the fire. A rather small hardwood fire gives a good steady heat and will keep one warm who squats or sits close to it. Not very heavy clothing is required to keep warm when travelling or when setting up camp. For most people the following is about the right amount of clothing to wear at one time: medium weight, long wool underwear, wool ski slacks with smooth finish that will not hold the snow, a flannel shirt, a medium weight wool sweater, a wind breaker, one pair of light and one pair of heavy wool socks, inner wool and

outer leather mitts, and a ski cap. In addition, the following extra articles of clothing should be carried: one or two pairs of socks, inner wool mitts, and one additional sweater or shirt.

One of the most important considerations when camping out in cold weather is to keep dry. This usually means avoiding perspiration at all costs. In warm weather we are accustomed to accept perspiration as a natural thing when exercising. When travelling on skis even in the coldest weather, great care must be exercised to avoid perspiring. At the first indication of being too warm, one should stop and remove a sweater, wind-breaker or shirt if necessary. This clothing should be put on again as soon as one stops. At the end of the day, socks should be changed. Damp socks should be dried before the fire with either the feet or hands in them to avoid burning. Never, of course, try to warm feet near the fire with boots on for, as every camper should know, too much heat is ruinous to leather.

No fires are kept burning at night, so the sleeping bags must be warm. There is a difference of opinion about what clothing should be worn in the sleeping bag, but whatever one wears must be dry. Any damp clothing should, if possible, be dried before the fire and taken in the sleeping bag, so it will be warm and dry the next morning. Ski boots should also be put inside the sleeping bag or they will freeze and be hard to get on in the morning.

Two light down-filled sleeping bags are better than one heavy bag. Those used by the U.S.A. Ski Troops are ideal if obtainable. They consist of a close fitting inner (mummy) bag and a slightly larger outer bag, both with



zippers. The pair weigh about 10 lbs., and are adequate in temperatures of 20 degrees below zero. When sleeping out in cold weather, something extra is required underneath the body. Boughs help but extra clothing, cardboard carton, or newspaper are good.

Of course, eating out of doors in winter presents some problems not encountered in warm weather, but anyone with a little camping experience can quickly learn to cope with them. For these short camping periods snow is used for water, so it is not necessary to camp near a lake or stream.

When the evening meal is finished,

the entire party gathers around one large fire for an enjoyable hour or two before retiring. Here is one occasion where a planned programme is unnecessary. The novelty of the situation provides a natural topic for conversation, and story telling or group singing follow quite naturally until the call of the cosy sleeping bag becomes irresistible.

An evening spent around a blazing log fire, enjoying its warmth, on a bright moonlight winter night will match one's most enjoyable experiences in the out-of-doors, and will certainly provide lasting memories. Yes, winter camping is fun.



Photo from National Council, Y.W.C.A.



# Comments

## on the "J" Stroke

A. B. HODGETTS

*Director: Hurontario Camp*

The "J Stroke" is the term used by R. H. Perry in his book "The Canoe And You" to describe the basic, propelling, steering stroke in canoeing. The name is derived from the pattern made by the paddle in the water in the course of taking one stroke. Carter Storer's illustration on page 25 shows that the shank of the letter J represents the propulsion part of the stroke and the hook of the letter the steering part of the stroke.

Ron Perry himself does not paddle the J. Stroke as it is pictured in his book and his description on Pages 26 and 27 if followed closely, does not result in a J pattern. In order to stress the first fundamental of canoeing and in order to define the now famous "Goon Stroke", he has underemphasized certain very important refinements which make all the difference between being a good canoeist and one who barely avoids using the Goon Stroke.

Close observation of the results of canoeing instruction since Perry's book was published reveals a number of important, common paddling errors, all of which seem to stem from teaching the J Stroke. The first of these errors is associated with the "recovery" — that part of the stroke which brings the paddle forward ready to take another stroke. The term itself infers, and Storer's illustrations at the top left corner of Page 25 definitely pictures that the "point of entry" of the paddle into the water is close in along side the gunwale. On page 27, point

3, Perry describes how the recovery is made as follows: "Move the blade ahead just missing the water to the point where the next stroke is started". Two important details are omitted from this description. Is the paddle swung vertically to the surface of the water or in a wide arc almost parallel to the surface, and secondly, just where does the paddle enter the water? What is the point of entry?

Because these questions are not clarified, we find the type of error pictured in C in the group of pictures accompanying this article. I believe this error will continue as long as we use the term "J Stroke" in our teaching. This paddler has swung his paddle forward with a high, upper (left) arm action. If, however, he had been taught to swing the paddle in a wide, sideways movement well out from the canoe, he would still finish the recovery part of the stroke as pictured. This is because it is virtually impossible to place the paddle in the water close to the gunwale without a high upper arm action.

Therefore, this paddle shows the following errors:

1. The upper arm is too high.
2. The upper arm is straightened at the elbow joint.
3. The upper arm is too far over to the side on which he is paddling.
4. He is not in correct position to drive his stroke with the left shoulder.
5. He must *pull* the paddle towards him using a good deal of arm action in order to get real power.

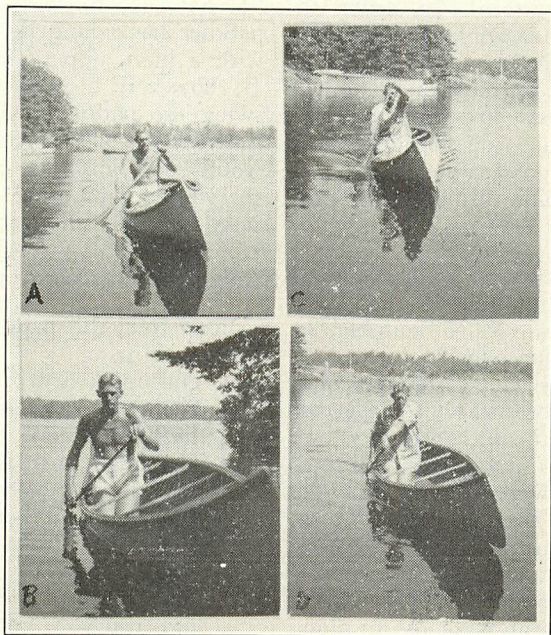


The paddler in picture A is in the same part of his stroke as the paddler we have described. Notice the differences in the two positions. The A paddler has swung his paddle in an easy sideways motion and let it *fall* into the water *slightly out and away from the side of the canoe*. This slight difference in the point of entry is actually very important. Consequently, this paddler shows the following correct movements:

1. The upper arm is not high. It is well below head level.
2. The upper arm is not straightened out at the elbow joint.
3. The upper arm and left hand especially are almost in line with the left shoulder.
4. He is in correct position to drive his stroke with the left shoulder.
5. The power will come from a *pushing* rather than a pulling action, with the body and left shoulder doing more work than the left arm.

The paddler pictured in A will drive his paddle in one continuous motion backwards and *in* towards the gunwale of the canoe. The pattern made by the paddle in the water will not be a straight line down the side of the canoe. It will be a slightly curving pattern and this curve is again very, very important. When combined with the rudder part of the stroke, the total pattern made by the paddle in the water is like a flattened out letter C. At our Camp, we actually call this the "C Stroke", but I am not recommending that this term should be adopted in place of the J Stroke because all such terms are likely to be misinterpreted.

Consider now picture D in which the paddler is executing the rudder part of his stroke. A common and very bad fault is shown here. Perry warns the paddler not to do this in point No. 2 at the bottom of Page 26 when he writes "bear inward with the top end



Pictures by E. P. Muntz.



so the blade of the paddle forces the water away from the side of the canoe". This point should have been stressed because it is probably the most important in the whole book so far as canoeing technique is concerned. Storer's illustrations are again capable of misinterpretation. If his picture No. 4 on page 25 were made head on, the paddler would look exactly like our D. paddler except that the left shoulder in the photo is exaggerated a bit. Picture No. 4 in Perry and our D figure exhibit the following errors:

1. The upper arm is straightened out at the elbow.
2. The left wrist is humped over far too much.
3. The whole action of the upper arm and wrist is out over the gunwale. (Next Summer have your campers paddle straight in toward where you are standing and see how very many of them have the upper arm and wrist out over the gunwale on the side on which they are paddling.)
4. This position must be held for a time in order to get steering action from it, thereby losing forward momentum.
5. The paddler is not in position to make a good recovery.
5. If he does make a good recovery from this position he will be using his upper arm too much; he cannot relax as he should during the recovery, and will tire first in the left elbow joint or left wrist.

The paddler in Picture B is in exactly the same part of his stroke as the one in Picture D. Notice the differences in these two positions. The paddler in B—just at the point in his stroke where he might have straightened out his left arm fully and humped up his left wrist as the poor paddler does—drew the top of the paddle inward. He moved his left arm over more in line with the left shoulder, an action which pried the blade of the

paddle away from the canoe pushing the water in front of it; and he did this almost entirely by an inward movement of the arm and with as little humping action of the wrist as possible. The features to notice in his position are:

1. The upper arm is not straightened at the elbow.
2. The left wrist has been used very little.
3. The body movements which imparted the rudder action to the paddle all took place in front of his body, not away out in line with the gunwale.
4. He is in ideal position for the recovery part of his stroke which can and should be done easily with a flick of the lower hand and wrist.

If pictures A. and B are now considered together, it will be apparent that the position of the arms and especially the angle of the left elbow are almost the same in both pictures. In other words, the arms are in the same position at the beginning of the stroke at the end of the stroke, and would be during the power part of the stroke if this were pictured. Most of the action of recovery, power and steering is shoulder action—an easy, not exaggerated roll of the shoulders with the arms flexing very little. When paddling correctly, the upper hand makes an elliptical pattern approximately the shape of a large football at about chin level as it goes through movements for one full stroke. This action may be visualized by imagining a full stroke by the paddler in pictures A. and B with particular thought being given to the movement of the left hand.

Within the limitations imposed by the power of words to describe a technique adequately, and within the limits of slight individual variations (and completely discounting racing technique), the stroke pictured and described in this article is the one done by all the good paddlers I have seen



# **Camping Standards in Ontario**

R. K. CLEVERDON

*Director: Camp Kandalore*

*Chairman: Standards Committee, Ontario Camping Association*

Camp directors across Canada will be watching with interest Ontario's proposed developments in the field of camp standards.

At the October executive meeting of the Ontario Camping Association a sub-committee was set up to investigate recent progress in the implementation of the standards of the American Camping Association by Michigan and California. In both of these states a system has been set up to appraise member camps through questionnaire and inspection, and if the camp meets the standards laid down, it is "accredited" and permitted to advertise this fact. A number of problems have been met and solved; we in Canada are fortunate in having the experience of our neighbours across the border to guide us in a similar venture. As the result of this study, the sub-committee made recommendations to the executive of the Ontario Camping Association, which were revised and approved.

These recommendations are:

(a) The Ontario Camping Association approves in principle the adopting of a system for accrediting camps as soon as possible.

(b) That camps will be accredited if they meet the Minimum Standards of the Association. These standards are to be drawn up with the present standards as a basis, are to be correlated with the safety provisions of the Ontario Government (see Canadian Camping, December, 1952), and sub-

mitted to the membership at the Annual Meeting in February, 1953, for approval. The Standards Committee plans no major additions or deletions from the present standards which were formulated after a great deal of study, and have been approved by all the major camping groups in Ontario.

(c) That the Standards Committee draw up an administrative procedure for accrediting camps, to be circulated to camp directors by mail in February, and presented for approval at the Annual Meeting.

It now seems likely that Ontario camp directors will have in their hands full information about the accrediting system before leaving for camp this summer. This will include a copy of the revised standards, a questionnaire upon the completion of which will be based the first accrediting, and details of the procedure. Applications will be accepted in September and October of 1953, and camps which become accredited will be able to make use of this fact in their promotion for the 1954 season. This system will give directors an opportunity during the coming summer to make any improvements necessary to meet the standards, and to seek the advice of the Standards Committee should any interpretation be necessary. Camp directors with any views on the subject, or suggestions about procedure, are requested to present their ideas to the Standards Committee, Ontario Camping Association, 236 Avenue Road, Toronto.



## ***Building a Fire and Preparing Lunch Along the Ski Trail \****

These suggestions may prove helpful for anyone not experienced in winter camping.

1. The choice of a desirable site for lunch is most important. A sheltered, sunny location with sufficient dry wood handy is ideal.

2. Having chosen the site, gather all the wood that will be required before removing skis. Use only dry wood, maple is best but other types may be used if necessary. Look for small dead trees or dead branches on large trees. No axe is necessary as small dead sticks can be broken easily. As the wood is gathered stand it on end in the snow near where fire is to be built. This of course is to keep the wood free from snow.

3. Now remove skis and kick some snow away from spot where the fire is to be built, then tramp down the remainder. Powder snow will not pack but it will be considerably settled and that is all that is necessary. After the fire has been burning a few minutes the snow around the fire will pack hard under foot so one will be standing on a hard surface, rather than in loose snow.

4. Next break some of the largest sticks into approximately two foot lengths and lay several layers of these on the snow to form a base for the fire. These base logs will keep the snow from melting away quickly forming a hole under the fire resulting in fire going out. These foundation logs burn slowly, but will last as long as required.

5. To start the fire use paper, birch bark or small dead twigs from base of evergreens. Standing dead wood is usually drier in winter than summer and burns very readily. See that there is sufficient wood broken into convenient lengths handy.

6. A green stick can now be inserted in the snow on which to hang the tea pail. Start by packing the pail full of snow. As the snow melts add chunks of snow rather than trying to put powder snow into pail as that usually results in some snow falling into the fire.

7. At most it will require about five minutes more to make tea under these conditions than in summer. Therefore lunch can easily be prepared and eaten within an hour.

There should be a fire for each four to six skiers so each one may have a place near the fire at all times where he may share its warmth and prepare his lunch. To keep warm on a cold day, one must remain close to the fire.

9. For a quick lunch, sandwiches are ideal. They may be toasted on a forked stick to provide a warm lunch, which is highly recommended in cold weather. Frankfurters, sausages, bacon or steak may be cooked on a stick or in a small frying pan. Raisins, chocolates and cheese also make good trail food. For a hot drink, soup, tea, coffee and chocolate are easily prepared.

10 If squatting or sitting on heels near fire is not comfortable, evergreen boughs laid on the snow or skis with running surface down will make a satisfactory seat.

11. Plan in advance each step to be taken, choose your site only after you have located the dead wood for the fire. Have each member of the party help with preparations and you will find after very little experience that the lunch hour is one of the pleasantest parts of the day's outing.

12. Finally, put on the extra sweater as soon as you stop. Stop for lunch as soon as the first member of the party feels hungry.

\*These are instructions we use in connection with our M.O.C. ski tours. Such detailed information seems necessary for young people with no previous experience.

—F. M. Van Wagner



## ***The Ontario Camping Convention - 1953***

Thanks to the services of a committee that has met at least bi-weekly for more than three months, the forthcoming convention promises to be one of our best yet.

The dates are Friday and Saturday, February 27th and 28th, and the place is the recently rehabilitated and redecorated Central Y.M.C.A. building at College and Yonge Streets (40 College Street). Facilities there are even better than those of last year, which were not available for 1953.

We are already assured of four top-line program people, and negotiations are still progressing with others. They are:

*Miss Marjorie Camp*, Associate Director (with Barbara Ellen Joy) of the well-known Joy Camps for Girls, in Wisconsin. Miss Camp is one the best known and most highly regarded camp authorities in the States. She is co-editor (with Miss Joy) of the well-known camp publications entitled "The Bar Harbour Publications". They are in mimeo form, cover a wide variety of very practical topics related to program and administration etc., and they are all inexpensive. Miss Camp will speak twice.

*Dr. Taylor Statten, Jr.* of Montreal, a graduate in medicine, with special training and certification in pediatrics and psychiatry, and in active camping every summer of his life. For several years he has been co-director of Camp Ahmek.

*Mr. Ron Perry*, Headmaster of Ashbury College, Ottawa, one of our foremost authorities on canoeing and out-tripping, and author of "The Canoe

And You" (and of another book soon to appear on a related subject), will speak at a luncheon and head a workshop.

*Dr. W. E. Blatz*, Director of the Institute of Child Study, University of Toronto will address a Saturday session and lead a discussion later.

These are just the headliners. Every session will be strong. Write to the Ontario Camping Association office, 236 Bloor Street West, Toronto, for full information regarding the convention, including program in detail and registration forms.



### *The National Convention of the American Camping Association for 1954*

Mrs. Ethel Bebb, who is co-chairman of the Public Relations Committee for this convention, has sent us the following announcement:

#### **COME TO NEW YORK**

New York Section hosts to the  
Twenty-third National Convention  
of the American Camping Association,  
invites you,

February 2, 3, 4, 5, 6, 1954  
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We are now in the process of  
planning an excellent program.



## ***From Camp Tonakela-India***

In a letter to the friends of Camp Tonakela from Wallace Forgie, he writes: "My visits with camping people and to camps in Canada last summer were most enjoyable and enlightening, and reveal growing interest in the unique Overseas Camping Fellowship. It was of equal encouragement to find on my return to Madras that the committee and staff had carried on very effectively in my absence.

At present four groupings of 90 Girl Guides have taken over for a camping period together. They are from all castes and levels. Four groups of boys have been here recently and camps are booked for each of the next four weeks.

Last month we had 40 boys from nearby villages for three days as guests of some boys who raffled off three pies at an Ontario camp for \$32.85 (Rupees 163—the camp cost Rs. 167). It is doubtful if any similar sum ever contributed more to real happiness and international friendship. Thanks to other gifts we shall have fifteen such "Aided Camper" groups here within the next six months.

The swimming pool which will be a major program asset was completed in October, but the drab feature comes strangely enough out of the bright skies of these days when we should be having the heavy rain on which the crops depend. Unless the unexpected happens, we must expect all the distressing need of this seventh year of drought."

We learn that Prof. C. E. Hendry visited Camp Tonakela during his recent trip to India, to attend the conference of Social Work, held in Madras. Those attending the Ontario Camping Association conference in Toronto in February, will look forward to getting first-hand information about Wallace Forgie and his amazing camp project on the other side of the world.

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## ***Hobbies And Crafts For Campers***

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### **CRAFT ADVENTURES FOR CHILDREN**

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## Book Reviews

*Dictionary of Discards*, by Frank M. Rich, illustrated by Frank R. Paul; published by Association Press, New York and obtainable from G. R. Welch Co. Ltd., 1149 King St. W., Toronto; price, \$4.25.

The first sentence of this amazing book is as follows: "Just a moment! Before consigning that old bottle, case or carton to the junk heap, look it up in this *Dictionary of Discards*, for it may well be that this waste material still has some life in it." This summarizes briefly the purpose and possibilities of this useful book.

The book is crammed with practical suggestions for utilizing in many ways all sorts of odds and ends that are usually discarded, for as the author states: "Youngsters particularly enjoy retrieving discards from the adult world and transforming them into something interesting and profitable."

There are hundreds of illustrations and many of them will suggest fascinating possibilities to camp directors and craft counsellors.

M.S.E.

*A Book of Canadian Stories*, edited by Desmond Pacey; published by The Ryerson Press, Toronto; price, \$2.25.

This is a revised anthology of Canadian stories brought up to date by the addition of some recent stories which have won national recognition since 1947. Contained in the book are stories of many kinds, simple folk tales, Indian legends, tales of adventure, superstition and horror, stories of the pioneers and episodes of everyday life. Although they are all Canadian stories written by Canadians, they are not submitted as a patriotic exercise, but because they are pleasurable reading, and more valuable still, from the camp directors' standpoint, good story telling material. Among the well-known authors are stories by Sir Charles G. D. Roberts, Duncan Campbell Scott, Alan Sullivan, Stephen Leacock, Marjorie Pickthall, Mazo De la Roche, Morley Callaghan and many others.

Perhaps it is because this book was prepared for use in schools that it is such an inexpensive book, considering the size of the volume (304 pages), and the rich harvest of interesting stories.

M.S.E.



*The Forest Is My Kingdom*, by Janet Carruthers; published by the Oxford University Press, University Avenue, Toronto 2; price \$2.50; pp. 231.

Here is a story that will capture the imagination of any boy or girl (from 10 to 14) who possesses a love of nature and animals. Janet Carruthers has written a narrative which realistically depicts the adventures of Bari Bradbrooke, a young half-breed boy, who grows up in the rugged, but beautiful Lake-of-the-Woods country of Northern Ontario. Bari's passionate desire is to become an artist and paint pictures of the country and wild animals which he loves. He learns, when he goes to school, unwillingly at first, that success does not come without work and hard-ship. Eventually Bari's childhood dream is realized—he is given the opportunity to study under a recognized artist.

The story is simply told, but holds the interest of the reader to the final chapter. There are interesting illustrations throughout the book, by P. A. Jobson. An excellent book for a camp library.

B.M.

*Here Comes Dirk*, by Audrey McKim; illustrated by Bruce Johnson; published by the Oxford University Press, University Avenue, Toronto 2; price, \$2.50; pp. 145.

This is a charming story of a shy little Dutch boy, Dirk, and of his first year in Canada. Dirk, his parents and sister, Anna, come to live on a farm in Alberta, and start a new life in a strange country. Miss McKim writes of the amusing everyday events in the life of a six-year old and how he and his sister are quickly made to feel at home by their charming school teacher

and friendly young classmates—some of them also new Canadians. Dirk's first acquaintance in his new country, is a friendly Indian, Johnny Highboots, who teaches him much about nature lore and animals.

The illustrations by Bruce Johnson are apt and amusing.

Excellent reading for children from seven to ten, boys and girls.

B.M.

*New Games for 'Tween Agers*, by Allan A Macfarlan; published by Association Press, New York and obtainable in Canada from the G. R. Welch Co. Ltd., 1149 King St. W., Toronto; price, \$3.75.

The games in this book (158 of them) have been thoroughly tested and enjoyed by groups of boys and girls playing together, and by either group playing separately. The majority of the games can be played outdoors or indoors and in areas large or small. Without previous practise, they are games that can be enjoyed by the "tween agers"—between six and sixty.

The author A. A. Macfarlan, has written other books: "Campfire and Council Ring Programs" and "Campfire Adventure Stories", and is a lecturer on games, camping, woodcraft, and related subjects at camps, teachers' colleges and museums. Of the games chosen for this particular book, thirty of them are original with Mr. Macfarlan and have never been published before, but all have been thoroughly tested by the world's greatest games experts, children themselves. The emphasis is on games requiring little or no equipment, or such that can be constructed inexpensively, as a handicraft activity from illustrated instructions.

M.S.E.



## ***From the Bulletin of the Ontario Dept. of Lands and Forests***

Periods of training, at the Ontario Forest Ranger School, Dorset, are approximately three-quarters occupied with field work, with one-quarter of the time devoted to classroom work and lectures. Field work is carried out in the University Forest, a tract about 18,000 acres in area, which contains white pine, hemlock and hardwood types, with a representative stocking of game and fur-bearing animals and fish-producing waters.

Forest rangers opened the first 1953 term January 5th, and continue to March 21st. A course for guides will follow, April 6th to 11th. University of Toronto, Faculty of Forestry, students will attend the school from April 20th, to May 9th. The rangers will reassemble for their second term starting May 18th, and continue to August 1st. A special course in conservation for Ontario school teachers will be held August 3rd, to 13th. A convention of game, fish and conservation commissioners will visit the school August 13th, 14th, and 15th. The rangers' third term will commence shortly after October 1st and continue to mid-December.

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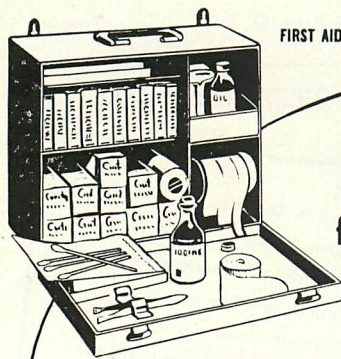
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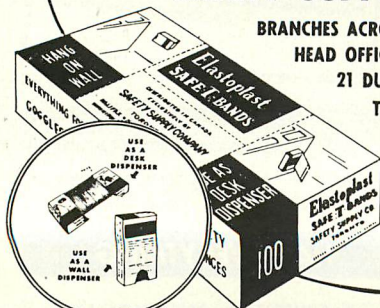
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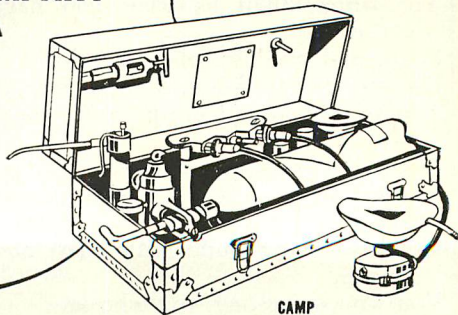
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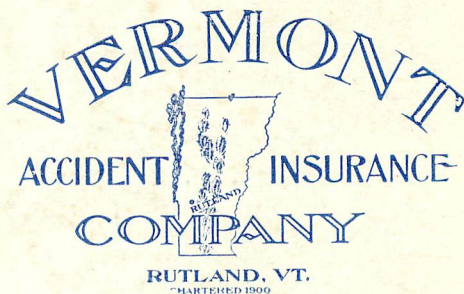
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